

Castleford Townville Infants' School

Inspection report

Unique Reference Number	108229
Local Authority	Wakefield
Inspection number	337039
Inspection dates	8–9 March 2010
Reporting inspector	Roger Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Mr Arnold Randall
Headteacher	Mrs A Brown
Date of previous school inspection	20 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons and observed all classes. They spent approximately 45% of the inspection looking at learning across the school. The team analysed pupils' work, especially in writing and mathematics, and held meetings with governors, staff, pupils and parents. They observed the school's work, including class assemblies and play times and looked at pupils' work and records from the current and previous academic years. School documents including the school improvement plan and pupils' safeguarding procedures and records were evaluated. National data on pupils' attainment and attendance were also analysed. Inspectors analysed 24 questionnaires returned by parents and carers. Inspectors also held discussions with parents bringing their children to school.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils, especially more able pupils
- how effectively assessment is used to promote learning
- how effectively leadership roles are shared among staff.

Information about the school

Most pupils are of White British heritage. An average proportion of pupils are entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is a little below that in most schools. Early Years Foundation Stage education is provided in a Nursery and two Reception classes. Children can enter Nursery part-time from the beginning of the term following their third birthday and join Reception in either September or January of the school year when they become five, depending on their date of birth. Since the previous inspection, the school has received the Activemark for physical education. During 2009, the school has been subject to proposals to reorganise educational provision locally. There have been considerable staffing changes over the last year and over half the teachers are new to the school.

Child care facilities, before and after school, are available on the school site and this provision was inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The large majority of parents and carers are fully supportive of all aspects of its provision and many parents and carers are especially supportive of how welcoming the school is and of its family atmosphere. One parent reflected the views of many when she commented, 'every child is known personally by all the teaching staff'. Effective care, guidance and support ensure that some aspects of pupils' personal development are good. Levels of attendance are above average and pupils enjoy school and their lessons. They feel safe in school and act with consideration for the safety of others. Pupils, however, lack knowledge and experience of other cultures in the United Kingdom and abroad.

Pupils' achievement is satisfactory. Children make good progress in the Early Years Foundation Stage and satisfactory progress in Years 1 and 2. By the end of Year 2, an above average proportion of pupils attain the nationally expected Level 2, but a below average proportion of pupils attain the higher Level 3. Good quality additional support is often provided for pupils with special educational needs and/or disabilities and others who find learning difficult, enabling these pupils to make good progress. There is less additional challenge and support for more able pupils and this slows their progress on occasions. The school lacks a teaching and learning policy to guide staff and assure the quality and consistency of teaching. This results in inconsistencies in the use of assessment or in teaching. For example, in some classes, pupils are clear about their learning targets, but in others, teachers do not make clear the key features of a good piece of work and some pupils are unclear about what they need to concentrate on to improve their work.

Monitoring and evaluation are satisfactory and the headteacher, governors and subject leaders have an accurate overview of the strengths of the school and where improvements are needed. Consequently, the school improvement plan concentrates on appropriate priorities. The school has recently focused on improving standards of writing and an increasing proportion of pupils have attained expected writing standards over the last three years. These factors indicate that the school has satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching and learning and improve the progress of pupils, especially the more able by:
 - introducing a school policy to guide teaching and learning and to help ensure that the school's expectations are understood, implemented and met in all

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classes

- ensure that all teachers regularly specify what a good piece of work should look like so that pupils have a clear understanding of how to improve their work
- provide carefully tailored additional programmes and additional challenge to support the learning of more able pupils.
- Provide pupils with first-hand experience of other cultures in the United Kingdom.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspection before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' work, lesson observations and school records indicate that currently, pupils' achievement and their enjoyment of learning are satisfactory in lessons. Children enter the Reception classes with knowledge and skills typical of those found nationally. When they leave Year 2, pupils' attainment is average in reading, writing and mathematics. Pupils with special educational needs and/or disabilities progress well because their needs are accurately assessed, their learning well planned in individual plans and because they are often given carefully tailored additional support in lessons.

Pupils relate to each other and to staff well. They are often polite and sociable around school and show clear understanding of what is right and wrong. They behave well when teachers' expectations are high and the pace of learning brisk but occasionally become restless when not enough is expected. Pupils have a sound understanding of the need for a healthy diet and participate in exercise in physical education lessons, although further opportunities for activity are satisfactory rather than good. Pupils have a reasonable knowledge of other ways of life in the United Kingdom but their understanding is limited by a lack of first-hand experience of other cultures and faiths. Pupils are happy to take on additional responsibilities in school but there is scope to provide them with further opportunities to support the running of the school. Satisfactory basic skills, good attendance and punctuality provide pupils with satisfactory preparation for the next stage of education and the world of work beyond.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Although a considerable proportion of teachers are recently appointed to the school, the school lacks a clear policy to guide teaching and learning. Consequently, the quality of teaching and the use of assessment to promote learning vary among classes. In some classes, pupils when working on independent tasks, receive regular support from adults and this helps them to see how to improve their work and make good progress. In others, they are left too long without adult intervention and so lose concentration. In some classes, there is a good balance between whole-class teaching and independent work but sometimes pupils are asked to sit on the carpet too long and so they become restless. Teaching assistants make an important contribution to the progress of pupils, especially those who find learning more difficult, by working with them in small groups. Teaching assistants are less effectively deployed in whole-class lessons when they are sometimes passive.

The school's curriculum appropriately focuses on basic skills and pupils make sound progress in literacy, numeracy and science. It is suitably modified to meet the learning needs of less able pupils and those with special education needs and/or disabilities. Challenge in the curriculum for more able pupils is evident in some, but not all classes. The school provides a satisfactory range of additional curriculum opportunities, including visits and visitors.

The pastoral and personal needs of each pupil, including potentially vulnerable pupils and those with special educational needs and/or disabilities, are well known to the school. Hygiene assistants and the learning mentor enhance the quality of care provided. Pupils are treated with sensitivity and kindness, helping them to grow in

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confidence as they mature. The school has good procedures to induct children into the Nursery class and to prepare them for their next school when they leave. Procedures for assuring attendance and punctuality are good and, where appropriate, involve the education welfare service well.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school building is managed well and provides an attractive and well-cared-for learning environment. The leadership of care, guidance and support is good. Each pupil's personal needs are well known to staff and all are treated as individuals. The headteacher and governors ensure safeguarding procedures meet current requirements and ensure that pupils are kept safe in school. Although monitoring and evaluation are satisfactory, the school lacks an overall timetable to assure that all aspects of provision are kept under continual review. All staff show a positive attitude to improving their work and to improving pupils' achievement. The deputy headteacher ensures that the assessment and tracking of pupils' academic progress is effective and the progress of each pupil is reviewed with each class teacher every term. This helps all teachers become accountable for and committed to improving the progress of each pupil they teach. Assessment information is used well to set challenging targets or to arrange additional support for those pupils with special educational needs and/or disabilities who need it.

Parents and carers are kept fully informed about events and initiatives at school but a few parents and carers are reasonably concerned that they do not receive sufficient information on their child's progress.

The governing body has a clear and accurate knowledge of where improvements are needed and supports the school well. Its work in challenging the school to improve pupils' achievement, although satisfactory, is less well developed. Equal opportunities are soundly promoted, pupils are valued equally and discrimination is not accepted. For example, the school has analysed data carefully and is aware of the need to improve the achievement of more able pupils. The school makes a satisfactory contribution to community cohesion. Although the school has yet to undertake a full audit of the way in which it contributes to community cohesion, the headteacher is aware of the need to improve pupils' understanding of other cultures, both in the United Kingdom and abroad.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

From below expected levels of development on entry to the Nursery class, children make good progress and achieve well due to good induction arrangements, good quality provision and good links with parents and carers. By the end of Reception, many children meet the levels of development expected for their age in all areas of learning. They are encouraged to grow in independence and are sensitively and effectively prepared for more formal learning as they grow older. Their social development and behaviour are good, and effective questioning and well-focused adult interventions help them progress well in speaking and listening.

Children enjoy taking part in a great variety of interesting and challenging activities, some of their own choosing, and some led by staff. They are often provided with good quality experiences which provide further interest to learning. All adults continually assess each child's personal and academic development and use this information to modify planning and activities so that provision fully meets the differing needs of children. Teaching and learning is especially focused on the children's personal, social and language skills and it is in these key aspects that they make the most progress. Vulnerable pupils are promptly identified and the school works closely with parents, carers and outside support agencies to ensure excellent care and support. Classrooms are well equipped; well-thought-out provision, especially in the Nursery class, supports learning well.

Leadership and management are good. Staff have a common sense of purpose, hold high expectations and have a clear and accurate view of where further improvements

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are needed. For example, staff are aware that some aspects of the outdoor areas require improvement and plan to provide a sensory garden and vegetable area to enhance children's understanding of healthy eating. Child safeguarding procedures are fully effective. Parents and carers are welcomed and encouraged to share and contribute to their child's development; they speak highly of staff.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are supportive of the school. Many reported to inspectors that they were confident that their children were happy and felt secure in school and that the school was welcoming. Inspection evidence supports these views. A small minority of parents and carers raised concerns that they were given insufficient information about their child's progress. Inspectors found that the normally programmed spring term meeting with parents and carers had not been held and there is a need to ensure that parents and carers are kept more fully informed about their child's progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Castleford Townville Infants' School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 24 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	67	7	29	1	4	0	0
The school keeps my child safe	14	58	10	42	0	0	0	0
The school informs me about my child's progress	10	42	8	33	5	21	1	4
My child is making enough progress at this school	14	58	8	33	1	4	0	0
The teaching is good at this school	12	50	12	50	0	0	0	0
The school helps me to support my child's learning	12	50	9	38	2	8	0	0
The school helps my child to have a healthy lifestyle	12	50	11	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	33	12	50	2	8	0	0
The school meets my child's particular needs	12	50	10	42	1	4	0	0
The school deals effectively with unacceptable behaviour	11	46	12	50	0	0	0	0
The school takes account of my suggestions and concerns	6	25	16	67	1	4	0	0
The school is led and managed effectively	9	38	14	58	1	4	0	0
Overall, I am happy with my child's experience at this school	16	67	7	29	1	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 March 2010

Dear Children

Inspection of Castleford Townville Infants' School, Castleford, WF10 3QJ

Thank you for making us so welcome when we came to inspect your school. I especially want to thank those of you who gave up part of your lunchtime to talk with us. We enjoyed watching you learn and talking with you in lessons and around school.

Yours is a satisfactory school which is properly run and ensures that you make satisfactory progress. Staff look after you well and we are pleased you enjoy lessons. You feel safe and secure in school. It is good to see that you attend regularly and arrive on time. Your preparation for life at your next school and for life beyond school is satisfactory. You show consideration for others, understand what is right and what is wrong, and are friendly to each other. You behave properly in school and show good manners. Those of you who find learning or other aspects of life difficult make good progress because the school helps you learn and you are sometimes given extra help in small groups or individually.

There are many things that your headteacher, the staff and the governors want to improve, because they want your school to get better. We agree with them that there are some important things that need to be done to help you do better, especially in your writing and mathematics. We have suggested that the headteacher and governors:

- help all teachers adopt a similar approach to things, like how learning targets are set
- ask all teachers to show you what a good piece of work should look like to help you see how to improve your work
- provide extra help and work that is sometimes more challenging for those of you who find learning easier
- help you understand and know more about other ways of life.

I send you our very best wishes for the future.

Yours sincerely

Mr Roger Sadler

Lead inspector

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